



Marking and Feedback Policy

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Aims and objectives


The aim of this policy is to make explicit how teachers provide feedback so that all pupils learn and make progress. Feedback to pupils focuses on success and areas for improvement related to their learning. This advice enables pupils to understand the next steps in their learning. Feedback is an important aspect of every school day and plays a critical role in the teaching/learning process. The primary purposes for providing feedback are to inform pupils how they are doing, and extend learning opportunities.

Verbal feedback

At Bewcastle, due to the fact that the children are taught in very small groups, we have the opportunity to regularly focus on this important aspect of marking and feedback. We use questioning, particularly open and higher order questions, to extend children's thinking and enable them to become independent and reflective learners. We give verbal comments during lessons and after, when appropriate, making sure that children's understanding is secure, challenging their thinking and dealing with misconceptions at an early stage. We encourage children to talk about their work, and all aspects of school life, with confidence, giving them the language and understanding to explain their thinking.

Written feedback

Children's work is marked with the children as far as possible and in conjunction with the verbal feedback described above. All marking will be in blue pen, ticks are given and dots are used if an answer is incorrect (particularly in maths). Acknowledgements and comments are used to support the marking and may be written by the teacher, teaching assistant or student teacher, whoever is teaching the group. Comments include positive praise, relating to the lesson focus; specific next steps/suggestions for improvement where appropriate and purposeful.

Next steps will be shown by a steps symbol  and they will be completed in purple pen by the children. Purple pen will be used for corrections in Maths and any spelling corrections.

The teacher notes whether work is independent, guided or supported. Teachers allow time for written comments to be responded to when necessary. Teachers also update pupil progress records regularly, based on their observations, conversations and analysis of children's learning.

At Bewcastle Primary School,

- ticks/annotations will be placed above/near elements, which reflect the learning focus and should be appropriately sized so that they do not obscure the pupils' work.
- Feedback in English and Maths will always be given during or prior to the next lesson.
- All work must be marked relating to the lesson focus (either written or oral).
- If a child is absent, or has not completed a piece of work, the date and title should be written and underlined and the reason why the work has not been done.

When marking, teachers/teaching assistants will:

- Tick and highlight (in green) examples of where the pupil has met the lesson focus.
- Highlight (in orange) an aspect of the work which could be improved and annotate or discuss with the pupil how to improve as necessary.
- Tick the criteria met or, where appropriate, provide a focused comment, verbal or written, which should help celebrate success and help the pupil to 'close the gap' between what they have achieved and what they could have achieved or provide a next step in learning
- Teacher feedback must be accessible to each pupil thus marking should always be specific, and aimed at the age/ability of the pupil.


- All marking should model accurate spelling, punctuation and grammar. It must be legible and accessible for the age of pupils.
- We expect all work to be presented to a consistently high standard and feedback will also focus on the needs for any improvements in all curriculum areas.

There will be a combination of marking “Marking in the Moment” and “After the Event” – see tables below:

<i>When Marking ‘In the Moment’</i>
<i>Date and Titles are checked and children are given the opportunity to correct if copied incorrectly</i>
<i>Marking is focused upon lesson objectives and success criteria (differentiated accordingly)</i>
<i>Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.</i>
<i>Marking is to be done in a clear legible handwriting.</i>
<i>Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson</i>

<i>When staff have been unable to Mark ‘In the Moment’ “In After the Event” marking all learning will be acknowledged</i>
<i>Dates and Titles should be checked to ensure that habitual errors are not being made</i>
<i>The content of the learning should all be read in detail and checked against the lesson focus and success criteria (differentiated accordingly) for accuracy</i>
<i>A short-written acknowledgement e.g. Super effort, Jack or sticker (where appropriate) and a tick or a self or peer assessment will acknowledge the children’s learning efforts and outcomes in their books.</i>
<i>Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.</i>

Subject Specific Marking Guidance	
Mathematics	<ul style="list-style-type: none"> - All pupil calculations are to be marked with a greater emphasis on effective ‘In the Moment’ marking and opportunities for self-marking across lessons. - Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves. - Incorrect calculations should be corrected beside a piece of work rather than rubbing out the original calculation - Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review - The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified - Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work clearly.
English and Extended Writing	<ul style="list-style-type: none"> - Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined twice and corrected in purple - Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work. - Where teachers would like a child to improve a sentences or short paragraph in order to move learning forward, a sentence may be underlined or a * will be added in the margin next to the section of work to be improved, then a line will be drawn or * added

	<p>at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve.</p> <ul style="list-style-type: none"> - In KS2 extended writing, the children are expected to draft, edit and improve their writing. These improvements will be made in purple.
Phonics	<ul style="list-style-type: none"> - Here the focus is on correcting inaccuracies in letter formation and spelling and should be used to challenge misconceptions before the next session - The  symbol can be used with x3 or x5 to correct either formation or spelling errors
Foundation Subjects	<ul style="list-style-type: none"> - Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children understanding during the learning. - Geography, History, Science and R.E. books will be marked in line with the English books. - Feedback in French, P.E., Music and P.S.H.E. will be verbal and criteria assessed to inform future plans - In Art and Design/Design Technology feedback will be verbal and post it notes can also be used where appropriate - In Computing feedback will be given verbally and praise/acknowledgement comments recorded on the padlets

Spelling

The correction of spelling is important in all curriculum areas. The number of corrected words in a piece of writing should depend on the age of the child and should not be overly demoralising for the child. At KS1 spelling errors of high frequency or common exception words (appropriate to the individual and a maximum of 2) will be identified and corrected x 3. At KS2 children are encouraged to identify any spelling errors, to underline them and to use a dictionary or spell checker to correct them. Teachers work with the child to identify any missed high frequency words or common exception words (as appropriate to the individual).

Self- assessment

Children are given the opportunities to evaluate their work against the learning focus, which may be discussed with the class teacher, TA or reflected upon with the class. This also happens during ongoing dialogue throughout the lesson, with the Class Teacher and TA.

Sometimes the children are asked to assess their own piece of work, according to specific criteria. When they are ready, children are encouraged to write comments about their own work and older children may sometimes be the first markers of a piece of work.

Peer assessment

Children are given opportunities to work in pairs or groups to assess work in a range of contexts. They are encouraged to give good verbal feedback and may use written comments under the direction of the teacher or teaching assistant.

Parents

Parents are given the opportunity to look at their child's work and discuss it with the class teacher at parent evenings. They are also welcome to come into school to discuss progress and any questions that they may have about their child's learning.

Others

Marking enables the Head teacher, leaders, governors and others to monitor and evaluate teaching and learning throughout the school, particularly through work scrutiny. It provides evidence of the quality of teaching and learning, particularly focusing on children's understanding and their own self-assessment.

Marking codes

Following this review, we have agreed to use a set of codes to ensure consistency in marking throughout the school:

IW – Independent Work **SW** – Supported Work **GW** – Group Work **UA**- Unable to access